

**Mount Union Area SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

|   |              |   |
|---|--------------|---|
| <b>LEA Type</b>                             |              | AUN                                     |
| Mount Union Area School District            |              | 111316003                               |
| <b>Address 1</b>                            |              |   |
| 603 North Industrial Drive                  |              |   |
| <b>Address 2</b>                            |              |   |
|   |              |   |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                         |
| Mount Union                                 | Pennsylvania | 17066                                   |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b> |
| Dr. Amy J. Smith                            |              | asmith@muasd.org                        |
| <b>Single Point of Contact Name</b>         |              |   |
| Dr. Amy J. Smith                            |              |   |
| <b>Single Point of Contact Email</b>        |              |   |
| asmith@muasd.org                            |              |   |
| <b>Single Point of Contact Phone Number</b> |              |   |
| (814) 542-8631                              |              |   |

## Steering Committee

| Name                  | Position/Role    | Building/Group/Organization                  | Email                   |
|-----------------------|------------------|--|-------------------------|
| Dr. Amy Smith         | Administrator    | Superintendent                               | asmith@muasd.org        |
| Dr. Dianne Thomas     | Administrator    | Director of Special Education/Pupil Services | dthomas@muasd.org       |
| L. Hope Palm          | Administrator    | Mount Union Jr. High School Principal        | lpalm@muasd.org         |
| Chad Mickle           | Administrator    | Mount Union High School Principal            | cmickle@muasd.org       |
| Sandra Kay Rickabaugh | Administrator    | Shirley Township Elementary School Principal | srickabaugh@muasd.org   |
| Kristen Streightiff   | Administrator    | CI&A Director 6-12                           | kstreightiff@muasd.org  |
| Christian McClure     | Administrator    | CI&A Director K-5                            | cmclure@muasd.org       |
| Dawn Shields          | Administrator    | Online Coordinator                           | dshields@muasd.org      |
| Linda McClure         | Board Member     | District                                     | lmclure@muasd.org       |
| Carol Jackson         | Board Member     | District                                     | cjackson@muasd.org      |
| Melissa Henry         | Parent           | Junior High School                           | clubtribesmel@yahoo.com |
| Julia Shawver         | Staff Member     | Kistler Elementary                           | jshawver@muasd.org      |
| Erin Beeler           | Staff Member     | Shirley Township Elementary                  | ebeeler@muasd.org       |
| Jeff Vogus            | Staff Member     | Sr. High School                              | jevogus@muasd.org       |
| Stephanie Hancock     | Staff Member     | Shirley Township Elementary                  | shancock@muasd.org      |
| Lori Varner           | Parent           | Senior High School                           | ldvarner16@gmail.com    |
| Alesha Yocum          | Administrator    | Kistler Elementary School Principal          | ayocum@muasd.org        |
| Heidi Myers           | Administrator    | School Psychologist                          | hmyers@muasd.org        |
| Wendy Cave            | Parent           | Shirley Township Elementary                  | wendycave10@yahoo.com   |
| Cory Sisto            | Parent           | Kistler Elementary School                    | csisto@ifcservices.com  |
| Kristin Shields       | Community Member | Junior High School                           | kshields@tiu11.org      |
| Briley Benson         | Student          | Mount Union Senior High School               | bbenson626@hotmail.com  |

## LEA Profile

The Mount Union Area School District (MUASD) is a small, rural school district located in Huntingdon County that sits in Central Pennsylvania's Appalachian Mountains. The school district encompasses 252 square miles within both Huntingdon and Mifflin Counties and consists of the following municipalities: Mount Union Borough, Mapleton Borough, Shirley Township Union Township, Kistler Borough, Newton Hamilton Borough, and Wayne Township. The area in and around the School District is primarily rural with pockets of residential and commercial development.

The district's physical plant includes two (2) elementary buildings and one (1) combined Junior/Senior High School. The District Administration is housed in an addition to the Junior/Senior High School. The district's current enrollment sits at 1,110 students in Grades K-12. There are 559 students at the elementary level between Kistler Elementary (Grades K-2) and Shirley Township Elementary (Grades 3-5). There are 551 students at the secondary level between Mount Union Area Junior High School (Grades 6-8) and Mount Union Area Senior High School.

The district offers a full array of courses including both traditional and online opportunities. Students can blend traditional and online courses to best meet their individual needs and preferences at the secondary level. Further, the district operates an in-house full-time Virtual Academy for those secondary students desiring an exclusive online program of study.

High School students (Grades 10-12) can attend the Huntingdon County Career & Technology Center, located in Mill Creek, Pennsylvania. The CTC offers eleven (11) formal programs of study representing health, beauty, and traditional trades. High School students also can participate with the district's in-house CATS programs for Agriculture and Business.

The district offers a variety of "college-in-high-school" courses for interested high school students. Dual enrollment opportunities are provided through articulation agreements with Pennsylvania Highlands Community College, Mount Aloysius College, and Juniata College. Additionally, students can participate in the Accelerated College Education Program, whereby completers of the program can earn an Associate Degree in Liberal Arts and Sciences (62 credits).

The district has a full array of student services and providers charged with supporting students in the areas of academics, physical and mental health, and social and emotional growth. Services in this area are provided by both district employees and local contractors. Rounding out the district's educational program are many and varied extra-curricular activities and athletics designed to enhance the regular program and provide students with academic physical, fine arts, and civic opportunities.

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## **Mission and Vision**

### **Mission**

With a mantra of "proactive for students", the Mount Union Area School District prepares all children for success and productivity in a global society by fulfilling student educational goals.

### **Vision**

We envision a community of lifelong learners inspired to empower, explore, innovate, and contribute positively to our local communities and the world around them. We will realize this vision by ensuring ALL students have access to: -a nurturing and diverse educational environment. -differentiated learning experiences of the highest quality that meet the needs of individual students. -community partnerships that support our district's mission. -educational resources that will foster skills that students need to be productive citizens in an ever-changing global society.

## **Educational Values**

### **Students**

We believe all students can learn when they are provided access to inclusive environments where all students feel a sense of belonging and individual needs are embraced. Student learning occurs most effectively when students attend school and are motivated to achieve within a positive environment.

### **Staff**

We believe high-quality staff members are a result of engaging and purposeful professional development. Our educators enhance student learning by practicing various learning strategies in their courses. Beyond the instructional practices provided in differentiated classrooms, high quality staff members model respectful and responsible behaviors that positively influence students.

### **Administration**

We believe high-quality administrators promote an effective educational program that focuses on the needs of the whole child. Curriculum should be rigorous in content, assessments and data collection should inform teaching and learning, all students should be routinely engaged, and the curriculum should be all encompassing to meet both a diverse population and ever-changing society.

### **Parents**

We believe a strong, effective partnership with parents includes open communication to strengthen our educational system. Diverse perspectives serve to enhance a well-rounded perception of learning.

### **Community**

We believe that actively engaging community partnerships and providing open communication strengthens our entire educational system. Public education is the responsibility of all educational stakeholders.

### **Other (Optional)**

Omit selected.





## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

| Indicator                                   | Comments/Notable Observations  |
|---|--|
| Science PSSA Growth (JHS)                   | Growth Standard Met  |
| Student Attendance (Elementary)             | Shirley Township Elementary exceeded the state average (89.3% vs. 78.1%). Kistler Elementary exceeded the state average (94.5% vs. 78.1%). |
| Science PSSA Achievement (Shirley Township) | Achievement Target Met   |
| Post-Secondary Transition                   | Our post-secondary transition is 31.6%, enlisted military is 10.5%, and entering the PA workforce is 32.9%.                                |
| Student Attendance (JHS)                    | Increase Noted   |
| 4-Year Graduation Cohort                    | Exceeds State Average (MUASD - 88.2%)  |
| All Student Group Growth Standard           | Exceeds State Average MUASD - 71%)   |
| 5-Year Graduation Cohort                    | Exceeds State Average (MUASD - 91.5%)  |

#### Challenges

| Indicator   | Comments/Notable Observations                                 |
|---|---|
| PSSA Achievement (JHS)                              | Decrease Noted (All Subjects)                                 |
| ELA PSSA Achievement (Elementary)                   | Achievement Target Not Met                                    |
| Keystones Achievement (SHS)                         | Achievement Target Not Met (All Subjects)                     |
|   |   |
|   |   |
| Math PSSA Achievement (Shirley Township Elementary) | Achievement Benchmark Not Met (MUASD - 45% Basic/Below Basic) |
| Math PSSA/Keystone Growth (JHS & SHS)               | Targets Not Met   |
| ELA PSSA/Keystone Growth (JHS & SHS)                | Targets Not Met   |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |   |
|--|---|
| <b>Indicator</b><br>Student Attendance (Kistler)<br><b>Grade Level(s) and/or Student Group(s)</b><br>K-2, White Subgroup Students  | <b>Comments/Notable Observations</b><br>Exceeds State Average (85% vs. 73.9%) |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>  | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br>Science PSSA Achievement (Shirley Township)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grade 4  | <b>Comments/Notable Observations</b><br>Achievement Target Met                |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>  | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br>Student Regular Attendance (SHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 9-12 - Economically Disadvantaged and Students with Disabilities | <b>Comments/Notable Observations</b><br>Increase Noted                        |
| <b>Indicator</b><br>Science PSSA Growth (JHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>8th Grade - White Students and Economically Disadvantaged Students             | <b>Comments/Notable Observations</b><br>Growth Expectation Met                |
| <b>Indicator</b><br>Student Regular Attendance (JHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 6-8 - All Student Group  | <b>Comments/Notable Observations</b><br>Target Not Met; Increase Noted        |

### Challenges

|  |   |
|--|---|
| <b>Indicator</b><br>ELA PSSA Achievement (Shirley Township)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 3-5 | <b>Comments/Notable Observations</b><br>Achievement Benchmark Not Met |
| <b>Indicator</b>   | <b>Comments/Notable Observations</b>                                  |

|  |   |
|--|---|
| <p>Math PSSA Achievement (Shirley Township)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 3-5</p>                     | Achievement Target Not Met  |
| <p><b>Indicator</b><br/> ELA PSSA Growth (Shirley Township)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 3-5</p>     | <p><b>Comments/Notable Observations</b><br/> Growth Target Not Met</p>      |
| <p><b>Indicator</b><br/> Math PSSA Growth (Shirley Township)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 3-5</p>    | <p><b>Comments/Notable Observations</b><br/> Growth Target Not Met</p>      |
| <p><b>Indicator</b><br/> Science PSSA Growth (Shirley Township)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 5</p>   | <p><b>Comments/Notable Observations</b><br/> Growth Standard Not Met</p>    |
| <p><b>Indicator</b><br/> ELA PSSA Achievement (JHS &amp; SHS)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 6-12</p>  | <p><b>Comments/Notable Observations</b><br/> Achievement Target Not Met</p> |
| <p><b>Indicator</b><br/> Math PSSA Achievement (JHS &amp; SHS)<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 6-12</p> | <p><b>Comments/Notable Observations</b><br/> Achievement Target Not Met</p> |
| <p><b>Indicator</b><br/> <b>Grade Level(s) and/or Student Group(s)</b></p>   | <p><b>Comments/Notable Observations</b></p>                                 |
| <p><b>Indicator</b><br/> <b>Grade Level(s) and/or Student Group(s)</b></p>   | <p><b>Comments/Notable Observations</b></p>                                 |
| <p><b>Indicator</b><br/> Science PSSA Achievement<br/> <b>Grade Level(s) and/or Student Group(s)</b><br/> Grades 8</p>                 | <p><b>Comments/Notable Observations</b><br/> Achievement Target Not Met</p> |
| <p><b>Indicator</b><br/> ELA PSSA Growth (JHS &amp; SHS)<br/> <b>Grade Level(s) and/or Student Group(s)</b></p>                        | <p><b>Comments/Notable Observations</b><br/> Growth Standard Not Met</p>    |

|   |   |
|---|---|
| Grades 6-12   |   |
| <b>Indicator</b><br>Math PSSA Growth (JHS & SHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 6-12      | <b>Comments/Notable Observations</b><br>Growth Standard Not Met   |
| <b>Indicator</b><br>Regular Student Attendance (JHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 6-8   | <b>Comments/Notable Observations</b><br>Target Not Met; Increase Noted; Declining Enrollment (Charter School) |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br><b>Grade Level(s) and/or Student Group(s)</b>   | <b>Comments/Notable Observations</b>  |
| <b>Indicator</b><br>Biology Keystone Growth (SHS)<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 9 and 10 | <b>Comments/Notable Observations</b><br>Growth Standard Not Met   |
| <b>Indicator</b><br>Student Regular Attendance<br><b>Grade Level(s) and/or Student Group(s)</b><br>Grades 9-12        | <b>Comments/Notable Observations</b><br>Target Not Met; Increase Noted; Declining Enrollment (Charter School) |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Science PSSA Achievement (Shirley Township) - Achievement Target Met

|  |
|--|
| Student Attendance (Elementary) - Shirley Township Elementary exceeded the state average (89.3% vs. 78.1%). Kistler Elementary exceeded the state average (94.5% vs. 78.1%). |
| Science PSSA Growth (JHS) - Growth Standard Met  |
| Graduation Cohorts (4-Year and 5-Year) - Exceeds State Average   |

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
|--|
| All Subjects PSSA/Keystone Achievement (JHS & SHS) - Achievement Targets Not Met; Decreases Noted            |
| ELA Achievement (Elementary) - Achievement Targets Not Met   |
| ELA & Math PSSA/Keystone Achievement & Growth (JHS & SHS) - Achievement Targets and Growth Standards Not Met |
| Student Attendance (JHS & SHS) - Target Not Met; Significant Decline in Enrollment (Charter School)          |

## Local Assessment

### English Language Arts

| Data                            | Comments/Notable Observations |
|---------------------------------|-------------------------------|
| Acadience Learning Online (ALO) | ELA Benchmark - Grades K-5    |
| IXL                             | ELA Diagnostic - Grades 6-8.  |
| CDT                             | Literature - Grades 6-11.     |

### English Language Arts Summary

#### Strengths

|   |
|---|
| All local assessments are showing positive growth across grade levels.        |
| Local assessment data is being collected as prescribed with some review.      |
| CDT data has been a strong predictor of student performance on state testing. |

#### Challenges

|  |
|--|
| While data is collected, there are limited opportunities for teachers and administrators to review the data to inform instruction. |
| Structured Literacy needs further implementation at the Elementary level (K-5).  |
| Teachers require additional training around structured literacy.   |

### Mathematics

| Data        | Comments/Notable Observations |
|-------------|-------------------------------|
| Spring Math | Math Benchmark - Grades K-8   |
| IXL         | Math Diagnostic - Grades 9-12 |

### Mathematics Summary

#### Strengths

|  |
|--|
| All student groups receive interventions utilizing Spring Math (Grades K-8). |
|--|

#### Challenges

|   |
|---|
| There is limited time dedicated to math intervention in a tiered system (All levels). |
| There are minimal intervention tools for this subject area (K-12).                    |

## Science, Technology, and Engineering Education

| Data                         | Comments/Notable Observations |
|------------------------------|-------------------------------|
| CDT (Biology)                | Currently not used (HS)       |
| Science Resource Assessments | Grades K-8                    |

## Science, Technology, and Engineering Education Summary

### Strengths

In grades k-5, all students receive core Science instruction in the classroom.

### Challenges

The master schedule provides limited time dedicated to Science (Grades K-5).

Benchmark assessments are not being utilized (JHS & SHS).

The district needs to implement the new STEELS Standards.

## Related Academics

### Career Readiness

| Data                        | Comments/Notable Observations  |
|-----------------------------|--|
| 339 Plan - Career Readiness | Elementary and JHS students are responding well to the career readiness activities.        |
| 339 Plan - Career Readiness | The SHS needs to better document career and readiness activities as completed by students. |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data   | Comments/Notable Observations          |
|--|--|
| Business - Administrative Assistant & Secretarial Science (CIP # 52.0401)  | Designation: Program of Study (2-Year) |
| Business - Accounting Technology / Technician & Bookkeeping (CIP# 52.0302) | Designation: Program of Study (2-Year) |
| Agricultural Production Operations General (CIP# 01.0301)                  | Career & Technical Program (4-Year)    |

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.



**Partnering Institution**

Penn Highlands

**Agreement Type**

Dual Credit

**Program/Course Area**

ACE

**Uploaded Files**

Penn Highlands Agreement 2024.pdf

**Partnering Institution**

Mount Aloysius

**Agreement Type**

Dual Credit

**Program/Course Area**

ACE

**Uploaded Files**

Mount Aloysius Agreement 2024 Signed.pdf

**Partnering Institution**

Juniata College

**Agreement Type**

Dual Credit

**Program/Course Area**

ACE

**Uploaded Files**

Juniata College Agreement 2023-2024.pdf

Juniata College Letter on Agreement Renewal.pdf

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
|--|
| Students have the opportunity to complete an Associate's Degree in General Studies with Juniata College. |
| Strong student participation in the College-in-High-School opportunities.                                |
| Strong parent support of the College-in-High-School opportunities.                                       |
| CTE Approved Programs do allow for Articulation Agreements with Penn Highlands (College-in-High-School). |

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
|--|
| The district has limited staff with the qualifications needed to serve as in-house instructors for the College-in-High-School program. |
| The district struggles to fulfill credit hours required to meet the designation of "Completer".  |

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| Discipline: Students in diverse racial/ethnic groups are not overrepresented in incidences of suspension/expulsion. |
|---|

|   |
|---|
| Special Education Services: Our district does not have a problem with disproportionate representation of students from diverse racial/ethnic groups in special education. |
|---|

|  |
|--|
|  |
|  |
|  |

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
|--|
| Identification of Special Needs: High number of students identified with specific learning disabilities. |
| State Testing Designations: High number of students identified as eligible for PASA.                     |
|  |
|  |
|  |

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

| Programs and Plans                            | Comments/Notable Observations  |
|---|--|
| Special Education Programs & Related Services | PSSA/Keystone Achievement & Growth Scores - Below State Average (ELA & Math) |
| Title 1 Program                               | School Wide Model (Elementary level only)                                    |
| Student Services                              | School Counseling; Social Work; Nursing                                      |
| K-12 Guidance Plan (339 Plan)                 | Career Readiness Targets - Not Met (SHS)                                     |
| Technology Plan                               | Replacement Cycle - Needs Restored Post COVID (Students and Staff)           |
| English Language Development Programs         |  |

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

|   |
|---|
| Title I Funding - Elementary Staffing (ELA Tiered System)     |
| Student Services - K-12 Staffing (Social/Emotional & Medical) |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
|--|
| Technology - Replacement Cycle (Students & Staff)                                  |
| K-12 Guidance Plan (339) - SHS Career Readiness Activity Completion and Submission |

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

|  |             |
|--|-------------|
| Foster a vision and culture of high expectations for success for all students, educators, and families                                 | Exemplary   |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence                                 | Emerging    |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Operational |

### Focus on Continuous Improvement of Instruction

|   |             |
|---|-------------|
| Ensure effective, standards-aligned curriculum and assessment   | Operational |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction        | Operational |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Operational |

### Provide Student-Centered Supports so That All Students are Ready to Learn

|  |           |
|--|-----------|
| Coordinate and monitor supports aligned with students' and families' needs                                   | Exemplary |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | Exemplary |

### Implement Data-Driven Human Capital Strategies

|   |             |
|---|-------------|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers  | Emerging    |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | Operational |

### Organize and Allocate Resources and Services Strategically and Equitably

|   |             |
|---|-------------|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Operational |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities                              | Emerging    |

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

|  |
|--|
| Coordinate and monitor supports aligned with students' and families' needs.  |
| Foster a vision and culture of high expectations for success for all students, educators, and families.  |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district.                                    |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |

### **Challenges**

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

|  |
|--|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.                          |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.            |



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| Science PSSA Achievement (Shirley Township) - Achievement Target Met   | True                            |
| Student Attendance (Elementary) - Shirley Township Elementary exceeded the state average (89.3% vs. 78.1%). Kistler Elementary exceeded the state average (94.5% vs. 78.1%). | True                            |
| Science PSSA Growth (JHS) - Growth Standard Met  | True                            |
| Graduation Cohorts (4-Year and 5-Year) - Exceeds State Average   | False                           |
| All local assessments are showing positive growth across grade levels.   | True                            |
| Local assessment data is being collected as prescribed with some review.   | True                            |
| CDT data has been a strong predictor of student performance on state testing.  | False                           |
| All student groups receive interventions utilizing Spring Math (Grades K-8).   | True                            |
| In grades k-5, all students receive core Science instruction in the classroom.   | False                           |
| Students have the opportunity to complete an Associate's Degree in General Studies with Juniata College.   | False                           |
| Strong student participation in the College-in-High-School opportunities.  | True                            |
| Discipline: Students in diverse racial/ethnic groups are not overrepresented in incidences of suspension/expulsion.  | False                           |
| Special Education Services: Our district does not have a problem with disproportionate representation of students from diverse racial/ethnic groups in special education.    | False                           |
|  | False                           |
| Coordinate and monitor supports aligned with students' and families' needs.  | False                           |
| Foster a vision and culture of high expectations for success for all students, educators, and families.  | False                           |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district.  | False                           |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.                             | False                           |
| Strong parent support of the College-in-High-School opportunities.   | False                           |
| Title I Funding - Elementary Staffing (ELA Tiered System)  | False                           |
| Student Services - K-12 Staffing (Social/Emotional & Medical)  | False                           |
| CTE Approved Programs do allow for Articulation Agreements with Penn Highlands (College-in-High-School).   | False                           |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| All Subjects PSSA/Keystone Achievement (JHS & SHS) - Achievement Targets Not Met; Decreases Noted                                      | True                            |
| ELA & Math PSSA/Keystone Achievement & Growth (JHS & SHS) - Achievement Targets and Growth Standards Not Met                           | True                            |
| Student Attendance (JHS & SHS) - Target Not Met; Significant Decline in Enrollment (Charter School)                                    | True                            |
| ELA Achievement (Elementary) - Achievement Targets Not Met   | True                            |
| While data is collected, there are limited opportunities for teachers and administrators to review the data to inform instruction.     | False                           |
| Structured Literacy needs further implementation at the Elementary level (K-5).  | True                            |
| Teachers require additional training around structured literacy.   | False                           |
| There is limited time dedicated to math intervention in a tiered system (All levels).  | False                           |
| Benchmark assessments are not being utilized (JHS & SHS).  | False                           |
| The district has limited staff with the qualifications needed to serve as in-house instructors for the College-in-High-School program. | False                           |
| Identification of Special Needs: High number of students identified with specific learning disabilities.                               | False                           |
| State Testing Designations: High number of students identified as eligible for PASA.   | False                           |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.  | False                           |
| There are minimal intervention tools for this subject area (K-12).   | False                           |
| The district needs to implement the new STEELS Standards.  | True                            |
| Technology - Replacement Cycle (Students & Staff)  | False                           |
| K-12 Guidance Plan (339) - SHS Career Readiness Activity Completion and Submission   | False                           |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities                     | False                           |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.                                | False                           |
| The district struggles to fulfill credit hours required to meet the designation of "Completer".  | False                           |
| The master schedule provides limited time dedicated to Science (Grades K-5).   | False                           |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Student achievement and growth have not met targets/standards as set forth by PDE. Work around Structured Literacy, Math Interventions, and the STEELS Standards must be addressed moving forward to address academic performance. Further, there is much hard work to be done around school climate and community at the secondary level in an effort to turn around poor attendance issues and a significantly declining enrollment.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges   | Discussion Points                                  | Check for Priority |
|--|--|--------------------|
| All Subjects PSSA/Keystone Achievement (JHS & SHS) - Achievement Targets Not Met; Decreases Noted            | Examine Core Curriculum;<br>Implement Intervention | False              |
| ELA & Math PSSA/Keystone Achievement & Growth (JHS & SHS) - Achievement Targets and Growth Standards Not Met | Examine Core Curriculum;<br>Implement Intervention | True               |
| Structured Literacy needs further implementation at the Elementary level (K-5).                              | Expand Model                                       | True               |
| Student Attendance (JHS & SHS) - Target Not Met; Significant Decline in Enrollment (Charter School)          | Charter Enrollment - 160 Students                  | True               |
| ELA Achievement (Elementary) - Achievement Targets Not Met   | Expand Structured Literacy Model                   | False              |
| The district needs to implement the new STEELS Standards.  | PDE Requirement                                    | True               |

### Analyzing Strengths

| Analyzing Strengths   | Discussion Points           |
|---|-----------------------------|
| Science PSSA Achievement (Shirley Township) - Achievement Target Met  | Continue Units of Study     |
| Student Attendance (Elementary) - Shirley Township Elementary exceeded the state average (89.3% vs. 78.1%).<br>Kistler Elementary exceeded the state average (94.5% vs. 78.1%). |                             |
| All local assessments are showing positive growth across grade levels.  | PaTTAN<br>Recommendations   |
| Local assessment data is being collected as prescribed with some review.  | Assessment Plan In<br>Place |
| All student groups receive interventions utilizing Spring Math (Grades K-8).  | Single Intervention         |
| Strong student participation in the College-in-High-School opportunities.   | District/Family Buy-In      |
| Science PSSA Growth (JHS) - Growth Standard Met   |                             |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements   |
|-------------------------------|---|
|                               | Revise & Expand Math Intervention Model Across All Levels (Grades K-12)         |
|                               | Implement Structured Literacy at the Elementary Level (Grades K-5)              |
|                               | Improve Overall School Climate & Community at the Secondary Level (Grades 6-12) |
|                               | Transition to the STEELS Standards at the Secondary Level (Grades 6-12)         |



## Goal Setting

### Priority: Improve Overall School Climate & Community at the Secondary Level (Grades 6-12)

|   |   |   |
|---|---|---|
| <b>Outcome Category</b>   |   |   |
| School climate and culture  |   |   |
| <b>Measurable Goal Statement (Smart Goal)</b>   |   |   |
| To restructure current programs/efforts to increase student enrollment (15%) and attendance by (%5)         |   |   |
| <b>Measurable Goal Nickname (35 Character Max)</b>  |   |   |
| Program Restructure   |   |   |
| <b>Target Year 1</b>  | <b>Target Year 2</b>  | <b>Target Year 3</b>  |
| Explore and initiate 1-2 changes to current programs/efforts to increase student enrollment and attendance. | Continue to initiate 1-2 changes to current programs/efforts to increase student enrollment and attendance. | To restructure current programs/efforts to increase student enrollment (15%) and attendance by (%5) |

|  |   |  |
|--|---|--|
| <b>Outcome Category</b>  |   |  |
| Essential Practices 3: Provide Student-Centered Support Systems  |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |
| To expand PBIS efforts to improve student behavior, social interactions, and sense of school pride (5 or more improvements). |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |
| PBIS Expansion   |   |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>  | <b>Target Year 3</b>   |
| Explore and initiate 1-2 new PBIS efforts to improve student behavior, social interactions, and sense of school pride.       | Continue to implement 1-2 new PBIS efforts to improve student behavior, social interactions, and sense of school pride. | To expand PBIS efforts to improve student behavior, social interactions, and sense of school pride (5 or more improvements). |

|  |                      |                      |
|--|----------------------|----------------------|
| <b>Outcome Category</b>  |                      |                      |
| Community school model   |                      |                      |
| <b>Measurable Goal Statement (Smart Goal)</b>  |                      |                      |
| To explore school improvements designed around student activities and opportunities (5-6 changes). |                      |                      |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |                      |                      |
| Student Activities & Opportunities   |                      |                      |
| <b>Target Year 1</b>   | <b>Target Year 2</b> | <b>Target Year 3</b> |

|  |  |  |
|--|--|--|
| Explore and implement 2-3 new student activities and/or opportunities. | Explore and implement 2-3 new student activities and/or opportunities. | To explore school improvements designed around student activities and opportunities (5-6 changes). |
|--|--|--|

**Priority: Transition to the STEELS Standards at the Secondary Level (Grades 6-12)**

|  |   |  |
|--|---|--|
| <b>Outcome Category</b>  |   |  |
| STEM   |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |
| To complete the required steps for transition to the PA STEELS Standards as set forth by PDE |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |
| STEELS Standards   |   |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>  | <b>Target Year 3</b>   |
| Leadership Committee to facilitate transition process; Initiate training for teachers        | Continue Leadership Committee; Continue training for teachers; Align curriculum and resources | To complete the required steps for transition to the PA STEELS Standards as set forth by PDE |

|  |  |  |
|--|--|--|
| <b>Outcome Category</b>  |  |  |
| Essential Practices 1: Focus on Continuous Improvement of Instruction  |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |  |  |
| To revisit the Elementary science program to better serve as the framework for STEELS Standards at the secondary level |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |  |  |
| Elementary Science   |  |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>   | <b>Target Year 3</b>   |
| Review units of study per grade level and revise as needed   | Revise the master schedule to provide more dedicated time for science instruction. | To revisit the Elementary science program to better serve as the framework for STEELS Standards at the secondary level |

**Priority: Revise & Expand Math Intervention Model Across All Levels (Grades K-12)**

|   |  |  |
|---|--|--|
| <b>Outcome Category</b>   |  |  |
| Essential Practices 1: Focus on Continuous Improvement of Instruction |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>                         |  |  |
| To provide for math intervention on a routine basis at all levels     |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                    |  |  |
| Math Intervention   |  |  |

| Target Year 1  | Target Year 2  | Target Year 3   |
|--|--|---|
| Revisit current intervention structure; Trial schedule changes | Revise master schedules to provide targeted math intervention time | To provide for math intervention on a routine basis at all levels |

| <b>Outcome Category</b>  |   |  |
|--|---|--|
| Mathematics  |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |
| To revisit tiered math intervention resources in the areas of inventory, visits, purchases, and professional learning. |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |
| Math Intervention Resources  |   |  |
| Target Year 1  | Target Year 2   | Target Year 3  |
| Create inventory of existing intervention resources; visit 1-2 other schools to observe intervention model             | Purchase new intervention resources; train teachers on intervention resources | To revisit tiered math intervention resources in the areas of inventory, visits, purchases, and professional learning. |

### Priority: Implement Structured Literacy at the Elementary Level (Grades K-5)

| <b>Outcome Category</b>   |   |                                    |
|---|---|------------------------------------|
| Essential Practices 1: Focus on Continuous Improvement of Instruction |   |                                    |
| <b>Measurable Goal Statement (Smart Goal)</b>                         |   |                                    |
| To improve the ELA core curriculum                                    |   |                                    |
| <b>Measurable Goal Nickname (35 Character Max)</b>                    |   |                                    |
| ELA Core  |   |                                    |
| Target Year 1   | Target Year 2   | Target Year 3                      |
| Purchase new reading series; Train teachers on new series             | Target oral reading fluency; Develop fidelity checklist | To improve the ELA core curriculum |

|  |  |  |
|--|--|--|
| <b>Outcome Category</b>  |  |  |
| Essential Practices 1: Focus on Continuous Improvement of Instruction  |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |  |  |
| To refine the master schedule / SWAT team approach to maximize staff while including formal data meetings (3 times per year) |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |  |  |
| SWAT Team & Data Meetings  |  |  |



| <b>Target Year 1</b>  | <b>Target Year 2</b>                                    | <b>Target Year 3</b>   |
|---|---|--|
| Revise master schedule to accommodate reading blocks for younger students | Transition to self-contained classes for older students | To refine the master schedule / SWAT team approach to maximize staff while including formal data meetings (3 times per year) |

|  |                      |  |
|--|----------------------|--|
| <b>Outcome Category</b>  |                      |  |
| Professional learning  |                      |  |
| <b>Measurable Goal Statement (Smart Goal)</b>                      |                      |  |
| To implement state-required structured literacy training (95-100%) |                      |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                 |                      |  |
| Structured Literacy Training                                       |                      |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b> | <b>Target Year 3</b>   |
| Course Selection; Training Schedule; Phase I Training              | Phase II Training    | To implement state-required structured literacy training (95-100%) |

## Action Plan

### Measurable Goals

|                                    |                              |
|------------------------------------|------------------------------|
| Program Restructure                | PBIS Expansion               |
| Student Activities & Opportunities | STEELS Standards             |
| Elementary Science                 | Math Intervention            |
| Math Intervention Resources        | ELA Core                     |
| SWAT Team & Data Meetings          | Structured Literacy Training |

### Action Plan For: Program Restructure

|   |
|---|
| <b>Measurable Goals:</b>  |
| <ul style="list-style-type: none"> <li>To restructure current programs/efforts to increase student enrollment (15%) and attendance by (%5)</li> </ul> |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| Revise the structure for truancy elimination efforts  |  | 2025-09-01                        | 2026-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                                   | PD Step?                          | Com Step?  |
| JHS/SHS Principal Guidance Staff  | Student Attendance Data Magisterial Judge Collaboration              | No                                | No         |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Personalize the annual scheduling process (for select or all student groups)                          |  | 2026-01-01                        | 2027-05-31 |
| Lead Person/Position  | Material/Resources/Supports Needed                                   | PD Step?                          | Com Step?  |
| JHS/SHS Principals Virtual Academy Coordinator Guidance Staff   | Course Description Booklet Course Request Forms Parent Participation | No                                | Yes        |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Explore guideline changes to permit greater flexibility within the MU Virtual Academy                 |  | 2025-08-01                        | 2026-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                                   | PD Step?                          | Com Step?  |
| Virtual Academy Coordinator JHS/SHS Principals  | Graduation Requirements Online Gradebook System                      | No                                | Yes        |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Provide training in the areas of building relationships with teens and promoting a sense of community |  | 2025-09-01                        | 2026-06-30 |

| Lead Person/Position     | Material/Resources/Supports Needed                               | PD Step? | Com Step? |
|--------------------------|--|----------|-----------|
| CIA Director (Secondary) | Tuscarora IU11/PaTTAN/Private Trainers In-person Training Format | Yes      | No        |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)   |
|--|---|
| Increased student attendance; Positive student enrollment growth | JHS/SHS Principals Quarterly Attendance/Enrollment Data |

### Action Plan For: PBIS Expansion

| Measurable Goals:  |
|--|
| <ul style="list-style-type: none"> <li>To expand PBIS efforts to improve student behavior, social interactions, and sense of school pride (5 or more improvements).</li> </ul> |

| Action Step  | Anticipated Start/Completion Date          |          |           |
|--|--|----------|-----------|
| Restore and/or create activities designed around school "image"  | 2025-09-01      2028-06-30                 |          |           |
| Lead Person/Position   | Material/Resources/Supports Needed         | PD Step? | Com Step? |
| JHS/SHS Principals School Climate Team                           | Student Survey Data Funding of Brand Items | No       | No        |
| Action Step  | Anticipated Start/Completion Date          |          |           |
| Provide students more of an active role with the PBIS Core Team. | 2025-09-01      2026-06-30                 |          |           |
| Lead Person/Position   | Material/Resources/Supports Needed         | PD Step? | Com Step? |
| JHS/SHS Principals PBIS Core Team                                | Student Representatives                    | No       | No        |

| Anticipated Output  | Monitoring/Evaluation (People, Frequency, and Method)                                     |
|---|---|
| Decrease in Discipline Incidents Increased Student Attendance | JHS/SHS Principals / PBIS Core Team Quarterly Attendance Data/Discipline Data/Survey Data |

### Action Plan For: Student Activities & Opportunities

| Measurable Goals:  |
|--|
| <ul style="list-style-type: none"> <li>To explore school improvements designed around student activities and opportunities (5-6 changes).</li> </ul> |

| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
|--|--|--|------------------|
| Survey Students regarding activity and opportunity interests                       |  | 2025-10-01                               | 2025-12-31       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          | <b>Com Step?</b> |
| JHS/SHS Principals<br>Guidance Staff   | Student Survey   | No                                       | Yes              |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Implement new activities both during (i.e. staff-led) and after school (new clubs) |  | 2026-01-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          | <b>Com Step?</b> |
| JHS/SHS Principals   | Staff Participation (During School) Board Approval/Advisor (After School)<br>Materials/Supplies (Both) | No                                       | Yes              |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Celebrate student achievement in all areas (both internally and externally)        |  | 2026-01-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          | <b>Com Step?</b> |
| JHS/SHS Principals<br>JHS/SHS Staff  | Tangible Awards/Rewards  | No                                       | No               |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Explore methods to increase student/staff relations                                |  | 2026-09-01                               | 2027-06-30       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>  | <b>PD Step?</b>                          | <b>Com Step?</b> |
| JHS/SHS Principals<br>Guidance   | Relationship Research  | No                                       | No               |

| <b>Anticipated Output</b>  | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>          |
|--|---|
| Increase in student activities/opportunities; Improvement noted in student/staff relations | Administration Annually Master Activity List & Student/Staff Feedback |

## Action Plan For: STEELS Standards

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>To complete the required steps for transition to the PA STEELS Standards as set forth by PDE</li> </ul> |

| Action Step   |   | Anticipated Start/Completion Date |            |
|---|---|-----------------------------------|------------|
| Continue the Leadership Committee to facilitate the transition process            |   | 2025-06-01                        | 2027-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| CIA Director (Secondary)  | PDE Task List Tuscarora IU11 Support  | No                                | No         |
| Action Step   |   | Anticipated Start/Completion Date |            |
| Align the district curriculum resources/materials with the STEELS Standards       |   | 2026-01-01                        | 2028-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| CIA Director (Secondary)  | STEELS Standards Scheduled Work Sessions Funding - Resources/Materials Replacements | No                                | No         |
| Action Step   |   | Anticipated Start/Completion Date |            |
| Complete the teacher training on the STEELS Standards with a goal toward fidelity |   | 2025-09-01                        | 2027-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| CIA Director (Secondary)  | Training Schedule / Trainers / Funds (Fees)   | Yes                               | No         |

| Anticipated Output                      | Monitoring/Evaluation (People, Frequency, and Method)                      |
|---|--|
| Full Transition to the STEELS Standards | CI&A Director (Secondary) Annually (3 Years) PDE Checklist / Training Logs |

## Action Plan For: Elementary Science

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>To revisit the Elementary science program to better serve as the framework for STEELS Standards at the secondary level</li> </ul> |

| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
|---|---|--|------------------|
| Revise the units of study at the Elementary level to frame the STEELS Standards for JHS/SHS |   | 2026-01-01                               | 2025-08-31       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CIA Director (Elementary) Elementary Principals   | Units of Study - Scope & Sequence         | No                                       | No               |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
| Revise the master schedule to provide more consistent science instruction                   |   | 2026-05-01                               | 2026-09-01       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Elementary Principals   | Master Schedule                           | No                                       | No               |

| <b>Anticipated Output</b>                               | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                 |
|---|--|
| Increased Science Instruction; Increased Units of Study | Elementary Principals Annually Master Schedule / Revised Units of Study List |

### Action Plan For: Math Intervention Plan

| <b>Measurable Goals:</b>  |
|---|
| <ul style="list-style-type: none"> <li>To provide for math intervention on a routine basis at all levels</li> </ul> |

| <b>Action Step</b>   |   | <b>Anticipated Start/Completion Date</b> |                  |
|--|---|--|------------------|
| Adjust the master schedule to incorporate time to target math intervention |   | 2026-01-01                               | 2026-08-31       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Elementary/JHS/SHS Principals  | Master Schedule                           | No                                       | No               |

| <b>Anticipated Output</b>        | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                 |
|----------------------------------|--|
| Increased Math Intervention Time | Elementary/JHS/SHS Principals Annually Revised Master Schedules (All Levels) |

### Action Plan For: Math Intervention Resources

| <b>Measurable Goals:</b>   |
|--|
| <ul style="list-style-type: none"> <li>To revisit tiered math intervention resources in the areas of inventory, visits, purchases, and professional learning.</li> </ul> |

|   |  |  |                  |
|---|--|--|------------------|
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |                  |
| Inventory existing math intervention resources  |  | 2025-09-01                               | 2026-05-31       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>                                      | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)   | Access to resources (classrooms/storage)                                       | No                                       | No               |
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |                  |
| Visit other school districts to observe math intervention models  |  | 2026-01-01                               | 2025-12-31       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>                                      | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)   | Teacher Representatives; Substitute Teachers; Transportation                   | No                                       | No               |
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |                  |
| Purchase new math intervention resources as needed  |  | 2026-01-01                               | 2028-05-31       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>                                      | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)   | Teacher Representatives; Vendor Presentations; Resource Budget Allocation      | No                                       | No               |
| <b>Action Step</b>  |  | <b>Anticipated Start/Completion Date</b> |                  |
| Provide new and/or refresher training on effective use of math intervention resources (which students, what to use, when to continue or change) |  | 2026-02-01                               | 2028-05-31       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>                                      | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)   | Intervention Resources; Vendor Trainers; Professional Development Funds (Fees) | Yes                                      | No               |

|   |   |
|---|---|
| <b>Anticipated Output</b>                   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>  |
| Expanded use of math intervention resources | CI&A Directors (Elementary & Secondary) Pre/Mid/Post (Annually) Master Schedules; Intervention Inventory; Student Assessment Data |

## Action Plan For: ELA Core

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>To improve the ELA core curriculum</li> </ul> |

| Action Step  |   | Anticipated Start/Completion Date |            |
|--|---|-----------------------------------|------------|
| Purchase new reading series  |   | 2025-04-28                        | 2025-05-31 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| CI&A Director (Elementary)   | Board Approval; Funds for purchase      | No                                | No         |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Provide professional learning for the new series for teachers/staff    |   | 2025-05-01                        | 2026-01-31 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| CI&A Director (Elementary)   | Allocated Training Time                 | Yes                               | No         |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Increase time dedicated to oral reading fluency                        |   | 2026-05-01                        | 2028-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| Elementary Principals  | Master Schedule                         | No                                | No         |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Develop reading series checklist to monitor fidelity of implementation |   | 2026-06-01                        | 2027-06-01 |
| Lead Person/Position   | Material/Resources/Supports Needed      | PD Step?                          | Com Step?  |
| CI&A Director (Elementary) Title I Staff                               | PaTTAN Collaboration; Checklist Samples | No                                | No         |

| Anticipated Output                  | Monitoring/Evaluation (People, Frequency, and Method)                      |
|-------------------------------------|--|
| Increase in student assessment data | CI&A Director (Elementary) Pre/Mid/Post (Annually) Student assessment data |

## Action Plan For: SWAT Teams & Data Meetings

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>To refine the master schedule / SWAT team approach to maximize staff while including formal data meetings (3 times per year)</li> </ul> |

|                    |                    |
|--------------------|--------------------|
| <b>Action Step</b> | <b>Anticipated</b> |
|--------------------|--------------------|



|  |  | <b>Start/Completion Date</b>             |                  |
|--|--|--|------------------|
| Shift 3rd grade ELA to a morning slot and 4th grade to the afternoon     |  | 2025-06-01                               | 2025-09-01       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Elementary Principal (Shirley Township)                                  | Master Schedule  | No                                       | No               |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Transition 5th grade to self-contained classes for ELA                   |  | 2025-06-01                               | 2026-06-01       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Elementary Principal (Shirley Township)                                  | Master Schedule  | No                                       | No               |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Increase time dedicated to review and discuss student data               |  | 2025-09-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Superintendent CI&A Directors (Elementary & Secondary)                   | School Calendar Association Agreement (Monthly Meetings) | No                                       | No               |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Adopt a framework to guide data conversations                            |  | 2025-09-01                               | 2027-01-31       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)<br>Elementary/JHS/SHS Principals | Sample Guides PaTTAN Collaboration                       | No                                       | No               |
| <b>Action Step</b>   |  | <b>Anticipated Start/Completion Date</b> |                  |
| Develop ELA program "cheat sheets" to guide program decisions            |  | 2026-06-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>  | <b>Material/Resources/Supports Needed</b>                | <b>PD Step?</b>                          | <b>Com Step?</b> |
| CI&A Directors (Elementary & Secondary)<br>Elementary/JHS/SHS Principals | Sample Guides PaTTAN Collaboration                       | No                                       | No               |

| <b>Anticipated Output</b>                            | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                              |
|--|---|
| Increased student achievement and growth performance | CI&A Director and Principals (Elementary) Pre/Mid/Post (Annually) Student Assessment Data |

## Action Plan For: Structured Literacy Training

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>To implement state-required structured literacy training (95-100%)</li> </ul> |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| Review and select eligible structured literacy training model |  | 2025-06-01                        | 2025-08-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                 | PD Step?                          | Com Step?  |
| CI&A Director (Elementary)                                    | PDE-Approved Training List                         | No                                | No         |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Develop a structured literacy training schedule               |  | 2025-06-01                        | 2025-08-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                 | PD Step?                          | Com Step?  |
| CI&A Director (Elementary)                                    | Tuscarora IU11 Training Schedule                   | No                                | No         |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Complete required structured literacy training                |  | 2025-09-01                        | 2028-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                 | PD Step?                          | Com Step?  |
| CI&A (Elementary)   | Training Schedule Substitute/Teacher Coverage Plan | Yes                               | No         |

| Anticipated Output                            | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| All teachers fulfill PDE training requirement | CI&A Director (Elementary) Annually Training Logs     |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy      | Action Steps  |
|------------------------------|---|
| Program Restructure          | Provide training in the areas of building relationships with teens and promoting a sense of community   |
| STEELS Standards             | Complete the teacher training on the STEELS Standards with a goal toward fidelity   |
| Math Intervention Resources  | Provide new and/or refresher training on effective use of math intervention resources (which students, what to use, when to continue or change) |
| ELA Core                     | Provide professional learning for the new series for teachers/staff   |
| Structured Literacy Training | Complete required structured literacy training  |

### Program Restructure - Building Relationships with Teens

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>Provide training in the areas of building relationships with teens and promoting a sense of community</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| JHS/SHS Administration JHS/SHS Teachers & Support Staff   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| Building Relationships Sense of Community   |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Increased Attendance (Students & Staff) Decreased Withdrawals (Students) Decreased Discipline (Students)  |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| CI&A Director (Secondary)   | 2025-06-02               | 2028-06-02                    |

### Learning Format

| Type of Activities  | Frequency          |
|---|--------------------|
| Inservice day   | Annually (3 Years) |
| <b>Observation and Practice Framework Met in this Plan</b>  |                    |
| <ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>1b: Demonstrating Knowledge of Students</li> </ul> |                    |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |                    |
| Common Ground: Culturally Relevant Sustaining Education   |                    |

## STEELS Standards

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>Complete the teacher training on the STEELS Standards with a goal toward fidelity</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| JHS/SHS Administration JHS/SHS Science Teachers   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| PDE-Required Training Topics  |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Shift to STEELS Standards Instruction   |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| CI&A Director (Secondary)   | 2025-09-01               | 2027-06-30                    |

## Learning Format

|   |                    |
|---|--------------------|
| <b>Type of Activities</b>   | <b>Frequency</b>   |
| Workshop(s)   | Multi-Day Training |
| <b>Observation and Practice Framework Met in this Plan</b>          |                    |
|   |                    |
| <b>This Step Meets the Requirements of State Required Trainings</b> |                    |
|   |                    |

## Math Intervention Resources

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>Provide new and/or refresher training on effective use of math intervention resources (which students, what to use, when to continue or change)</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| Elementary Teachers & Staff   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| Various Math Intervention Resources   |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Effective Implementation of various math intervention resources   |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| CI&A Director (Elementary & Secondary) Elementary/JHS/SHS Principals  | 2026-09-01               | 2028-06-30                    |

## Learning Format

|  |                                     |
|--|-------------------------------------|
| <b>Type of Activities</b>  | <b>Frequency</b>                    |
| Workshop(s)  | 1 session per intervention resource |
| <b>Observation and Practice Framework Met in this Plan</b>   |                                     |
| <ul style="list-style-type: none"> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul> |                                     |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |                                     |
|  |                                     |

## ELA Core

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>• Provide professional learning for the new series for teachers/staff</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| Elementary Principals Elementary Teachers & Staff   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| Reading Series Components Supplemental Resources  |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Effective implementation of the new reading series  |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| CI&A Director (Elementary)  | 2025-05-01               | 2026-05-31                    |

## Learning Format

|  |  |
|--|--|
| <b>Type of Activities</b>  | <b>Frequency</b>                               |
| Workshop(s)  | 3 sessions (Spring 2025/Fall 2025/Winter 2026) |
| <b>Observation and Practice Framework Met in this Plan</b>                                   |  |
| <ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                          |  |
|  |  |

## Structured Literacy Training

|  |  |
|--|--|
| <b>Action Step</b>   |  |
| <ul style="list-style-type: none"> <li>• Complete required structured literacy training</li> </ul> |  |
| <b>Audience</b>  |  |
| Elementary Administration Elementary Teachers  |  |

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Topics to be Included</b>                    |                          |                               |
| PDE-Required Training Components                |                          |                               |
| <b>Evidence of Learning</b>                     |                          |                               |
| Effective implementation of Structured Literacy |                          |                               |
| <b>Lead Person/Position</b>                     | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| CI&A Director (Elementary)                      | 2026-01-01               | 2027-06-30                    |

**Learning Format**

|   |                                   |
|---|-----------------------------------|
| <b>Type of Activities</b>   | <b>Frequency</b>                  |
| Workshop(s)   | Multi-Day Training (1 or 2 Years) |
| <b>Observation and Practice Framework Met in this Plan</b>  |                                   |
| <ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul> |                                   |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |                                   |
| Structured Literacy   |                                   |

## Communications Activities

| Personalized Scheduling |                        |  |                                    |                                 |                                      |
|-------------------------|------------------------|--|------------------------------------|---------------------------------|--------------------------------------|
| Action Step             | Audience               | Topics to be Included  | Type of Communication              | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                         | SHS Parents & Students | Student Career Pathway Goals Student Strengths & Challenges Course Requirements Course Options | SHS Principal SHS School Counselor | 01/01/2026                      | 06/30/2026                           |
| Communications          |                        |  |                                    |                                 |                                      |
| Type of Communication   |                        |  | Frequency                          |                                 |                                      |
| Presentation            |                        |  | Annually (3 Years)                 |                                 |                                      |

| Virtual Academy Revisions   |   |  |                                |                                 |                                      |
|---|---|--|--------------------------------|---------------------------------|--------------------------------------|
| Action Step   | Audience  | Topics to be Included  | Type of Communication          | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> <li>Explore guideline changes to permit greater flexibility within the MU Virtual Academy</li> </ul> | MU Virtual Academy Students & Parents Outside MU Charter School Student's & Parents | Credit Requirements Attendance Requirements Course Completion Requirements Other Revisions | MU Virtual Academy Coordinator | 01/01/2026                      | 07/31/2028                           |
| Communications  |   |  |                                |                                 |                                      |
| Type of Communication   |   |  | Frequency                      |                                 |                                      |
| Letter  |   |  | Annually                       |                                 |                                      |
| Other   |   |  | Conference (As Needed)         |                                 |                                      |



Student Activities & Opportunities Survey

| Action Step | Audience         | Topics to be Included                                      | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|------------------|--|-----------------------|---------------------------------|--------------------------------------|
|             | JHS/SHS Students | Student Interests Current Activities Future Considerations | JHS/SHS Principals    | 08/01/2025                      | 06/30/2028                           |

**Communications**

| Type of Communication | Frequency               |
|-----------------------|-------------------------|
| Other                 | Annual Survey (3 Years) |

New Activities & Opportunities

| Action Step | Audience                   | Topics to be Included                                  | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|----------------------------|--|-----------------------|---------------------------------|--------------------------------------|
|             | JHS/SHS Students & Parents | New After-School Clubs New During School Opportunities | JHS/SHS Principals    | 01/01/2026                      | 06/30/2028                           |

**Communications**

| Type of Communication       | Frequency       |
|-----------------------------|-----------------|
| Posting on district website | 1x per activity |
| Presentation                | 1x per activity |

**Approvals & Signatures**

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

| <b>Chief School Administrator</b> | <b>Date</b> |
|-----------------------------------|-------------|
|                                   |             |